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Chapter X

The Intelligence School

(1 July 1951 to 1 January 1966)

A. Development

1. Antecedents
 - a. TR (General)
 - b. The Basic Division
 - c. The Intelligence Division
2. Establishment
3. Staffing and facilities

B. The Mission

1. As assigned by regulation
2. As developed
3. The "DDI School" fallacy

C. The Office of the Chief

1. Functions of the Chief
 - a. Administration
 - b. Instruction and lecturing

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2. Functions of the Deputy Chief
 - a. Supervision, evaluation, instruction
 - b. Alter-ego action
 3. Elimination of the Deputy position
 4. Functions of the Executive Officer
 5. Management tools
 - a. Staff meetings
 - b. Weekly reports
 - c. Monitoring of courses
 - d. Evaluative conferences
 - e. Fitness reports and career conferences
 6. Studies in Intelligence
 7. The Reading Improvement Program
- D. The Orientation and Briefing Officer
1. Background
 - a. TRD and TR(General) responsibilities
 - b. Orientation and Briefing Division
 2. Staff and facilities
 3. Scheduled functions
 4. Special services

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- a. For the Executive Director
- b. For the clandestine services
- c. For the OCR Liaison Staff
- 5. Elimination of the position
- 6. Absorption of functions
- 7. Reestablishment of position
- E. The Intelligence Orientation Faculty
 - 1. Background
 - 2. Staff and grade structure
 - 3. Functions and responsibilities
 - 4. Courses and programs
 - 5. Special projects
 - a. The "County Fair"
 - b. Projects Useful and JCS-DIA
 - c. Projects for NPIC
 - d. Support of non-Agency training
 - e. The Mid-Career course
- F. The Intelligence Production Faculty
 - 1. Background
 - 2. Staff and grade structure

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3. Functions and responsibilities
4. Courses and programs
 - a. Scheduled
 - b. Special
 - c. Programs for NPIC
5. Liaison with the DDI
6. Training aids and manuals
- G. The Management Training Faculty
 1. Background and antecedents
 2. Staff and grade structure
 3. Courses and programs
 - a. Supervision courses
 - b. Management courses
 - (1) In-house instruction
 - (2) Out-house contract instruction

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4. External management training

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b. American Management Association

H. The Clerical Training Faculty

1. Background and antecedents
2. Staff and grade structure
3. Facilities
4. Courses and programs
5. Standards and norms
6. Civil Service liaison
7. Relations with Office of Personnel
 - a. Testing
 - b. The "Pool"

I. The Operations Support Faculty

1. Background
2. Staff and grade structure
3. Courses and programs
4. Liaison with the clandestine services
5. Transfer to the Operations School

J. Summary

1. Enrollment trends
 - a. Peaks and valleys

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- b. Statistical samples
- 2. Staffing problems
 - a. Standards of instructor qualification
 - b. Rotational assignments
- 3. Normal slice of annual OTR budget
- 4. Major achievements
- 5. Conclusion
 - a. Evaluation
 - b. Experiential lessons

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3	[REDACTED] 1 Glebe		
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5			
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ACTION	DIRECT REPLY	PREPARE REPLY
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3 COMMENT	FILE	RETURN
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Remarks: [REDACTED] In the history of OTR from '51 to Jan. of '66, a section will be devoted to the functions of the Registrar. You are the man best qualified to decide what should be covered, uncovered, or buried. Would you please sit down some day -- before lunch -- and try to come up with a rough outline of what you think the coverage should be. Don't make a major job of it -- probably you can dredge it all up out of your memory. I'll do the necessary digging into the documents for the gritty details. Attached is a tentative outline of the chapter on the Intell School; it may give you some ideas about the kind of outline you might produce. There's no great hurry -- a couple of weeks, perhaps. Thanks for your help.

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